

INSTRUCTIONS FOR USE OF FORM FS-315, EFFICIENCY REPORT

1. Personnel Rated

Form FS-315 shall be used to report on the performance of categories of personnel as listed in 1 FSM IV 573.1.

2. General

2.1 Designation of Rating Officer

The rating officer, designated in accordance with 1 FSM IV 573.4, is normally the immediate supervisor of the person being rated.

2.2 Importance of Narrative Section

2.21 Part VI, the narrative section of the efficiency report, is considered by far the most important portion of the report. Selection Boards and Review Panel members attach little significance to markings in the other parts of the report which are not justified by specific statements and examples in Part VI. (See paragraph 3.8 below.)

2.22 In writing the narrative, the rating officer should attempt to enable a reader who has never seen the rated officer to visualize the latter's capacity and potential. Concrete illustrations, such as the rated officer's demonstrated ability or lack thereof in the performance of specific major tasks, are far more useful than repetitive fulsome praise or generalized criticism. Such a complete report may well have to exceed 2 pages of narrative text, but rating officers are urged to be as concise as possible consistent with the objective, and to eliminate lengthy unsupported adulation or condemnation. The use of alphabetical symbols not widely known should be avoided. Any relatively high or low markings in Parts I, II, or III should be justified by statements and examples cited in the narrative section.

2.3 Copying Old Reports

Selection Boards have complained that rating officers frequently repeat entire paragraphs from reports covering previous rating periods. If a rating officer has no change to report in what he himself has previously reported, he should so state.

2.4 The Problem of Rating Specialists Against Generalists

Expansion of the officer corps has increased the number of officers in the Service with highly specialized backgrounds. Selection Boards have been concerned with the problem of rating such officers against other members of their class. Rating officers should evaluate these officers in the light of the following statements:

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- a. All officers, whether or not they are specialists and regardless of the particular type of work in which they are engaged, should be comparatively evaluated, by class, on the basis of their conduct, attitude, relations with others, cooperativeness, initiative, and other criteria of general nature. On these points, the officer whose experience is limited in breadth can nonetheless be evaluated by comparison with all other officers of the same class.
- b. All officers are expected to meet a minimum standard of representational performance incident to living abroad as representatives of the United States. However, the relative importance of the representational factor varies depending on the nature of the officer's duties and the level of his responsibility.
- c. Officers shall not be downgraded because of lack of experience in several or more of the various Foreign Service functions. However, all officers are required to be as familiar with all types of Foreign Service operations as is necessary or useful to the conduct of their own work.
- d. Ideally, an officer's proficiency in executing his assigned duties should be compared with that of other officers in the same class with the same responsibilities, although a rating officer, especially at a smaller post, may find it impossible to make such a comparison. Consequently, the rating officer must consider (1) whether the officer has exceeded or fallen short of what he considers to be an acceptable standard of performance, (2) whether the officer's class level is above or below the classification grade of the position he occupies, and (3) how the officer's performance compares with that of other officers doing similar or related work. Selection Boards consider an officer's total background of training and experience, his age, and time in class in judging the degree of effectiveness that normally might be expected of him.
- e. Selection Boards, in addition to considering performance factors, take into account an officer's potential or lack thereof for assuming increased or different responsibilities. Rating officers should, therefore, report on these factors as well.

3. Instructions to Rating Officers

3.1 Heading

Complete each space as indicated below:

- a. Officer Being Rated - surname, given name, initial (e.g., Hudson, Sidney K.).
- b. Class - indicate class of employee as of end of rating period.

- c. Classification Title of Position and Class - functional title of the position and class level as allocated by the Department. If position is not yet officially classified, indicate "Recommended" and report the classification title and class recommended for the position.
- d. Functional Title of Officer Being Rated - functional title used by the post in identifying the officer's assignment, such as Screening Officer, Executive Officer, etc. On Departmental assignments indicate organizational level, such as Country Desk Officer, Deputy Office Director, etc.
- e. Diplomatic or Consular Title (If Any) - any diplomatic or consular title which may have been assigned. Leave blank on Departmental assignments.
- f. Post - indicate post (e.g., Habana, Tel Aviv, Washington).
- g. Date of Arrival - date officer entered on duty at the post.
- h. Period Covered by Report - indicate the inclusive dates. (See 1 FSM IV 574.)
- i. Rated by - your typed name and functional title. Sign the original copy of the report here when it has been completed.
- j. Reviewed by - typed name and title of the officer designated by the principal officer to review the report (1 FSM IV 573.5). See paragraph 4 below regarding the reviewing officer's responsibilities.

3.2 General Instructions

Read carefully. Avoid marking all factors and qualities at the same level in Parts I, II and III.

3.3 Part I - Duties Performed

Follow instructions on the form. Remember to indicate time spent on different functions.

3.4. Part II - Personal Qualities

Follow instructions on the form. For purposes of uniformity, the qualities are defined as follows:

- a. Character - an estimate of the officer's reputation, distinctive personal qualities or traits, moral vigor and courage, self-discipline.
- b. Ability - the officer's aptitude, capacity, courage and competence as a representative of the United States abroad and as a member of the Foreign Service as compared with individuals of similar experience and rank.

- c. Conduct - the officer's manner of conducting himself both at and away from the office. Does his conduct reflect credit on the Service?
- d. Quality of Work - the appropriateness, general usefulness, degree of initiative, and competence reflected by the end product of his efforts.
- e. Industry - the degree of vigilance habitually accorded any assignment or pursuit, and steady attention given to the business at hand.
- f. Experience - the value to the Foreign Service of all prior experience regardless of where such experience was acquired.
- g. Dependability - trustworthiness, reliability, and capacity for doing what is expected at the proper time without direct supervision.
- h. General Usefulness - general utility to the post, involving not only the performance of his assignment but especially his willingness and ability to help others in an emergency or when otherwise required.

3.5 Part III - Factor Analysis

Follow instructions as given on the form. As an aid to accuracy and uniformity in rating, each of the factors is defined below. Use the "not observed" or "not pertinent" columns where appropriate. Factors are not applicable to specialized assignments only, nor are they necessarily inter-related. It is quite possible for an officer to have demonstrated a high degree of competence in one factor while being considered below standard in others. Careful evaluation of each factor as a separate item will substantially increase the validity of the rating.

FACTOR DEFINITIONS

- No. 1. General Knowledge of the Foreign Service - officer's understanding of significant aspects of the political, economic, informational, consular and administrative programs of the Foreign Service and the relationship of each to over-all foreign policy.
- No. 2. Understanding of Political Factors - officer's breadth of background and grasp of essential aspects of political forces, their significant implications and underlying principles, and their applicability to national and international trends, potentials and developments.
- No. 3. Understanding of Economic Factors - officer's breadth of background and grasp of essential aspects of economic factors, their significant implications and underlying principles, and their applicability to national and international trends, potentials and developments.

- No. 4. Understanding of Information Programs and Techniques - officer's knowledge of the broad objectives, underlying intent and significant implications of information and educational programs and of the techniques and methods of conducting such programs.
- No. 5. Knowledge of Administrative Practices - officer's familiarity with personnel procedures, space management, transportation, communications, supply, budget and fiscal matters, organization and management techniques, employee welfare programs, etc.
- No. 6. Knowledge of Consular Duties - officer's knowledge of the laws and regulations governing the issuance of visas and passports and the performance of other consular duties.
- No. 7. Effectiveness in Applying Laws and Regulations Correctly - officer's demonstrated ability in the application of laws and regulations during the rating period.
- No. 8. Thoroughness and Accuracy of Work - necessity for verifying adequacy and accuracy of officer's completed work; degree of exactness, precision and conformity to standards or facts; and degree of acceptability of completed work as final.
- No. 9. Power and Accuracy of Observation - officer's shrewdness of perception and his ability to distinguish the significant from the insignificant in any situation.
- No. 10. Effectiveness of Written Expression - officer's ability to present logically developed, concise grammatical reports, his aptitude for evaluation of data with exclusion of the unimportant, and his ability to avoid over-technical nomenclature.
- No. 11. Effectiveness of Oral Expression - officer's intelligibility, distinctness, forcefulness of speech, and choice of words.
- No. 12. Negotiating Ability - officer's tact, persistency and forcefulness in reaching agreement with others; the scope of his technical and professional knowledge of negotiable matters; his articulateness and poise in conference environment; and his faculty for astute compromise without sacrifice of ultimate aims.
- No. 13. Judgment - officer's ability to make correct decisions and to time actions effectively without detailed instructions, to weigh importance and foresee consequences of various lines of action, and to seek advice from the right person at the right time and evaluate that advice.
- No. 14. Skill in Dealing With the Public - officer's ability correctly to apply laws and regulations without regard to personal prejudice or bias, and his ability to resist pressures and to say "no" convincingly when required without offending those seeking service or favors.

- No. 15. Effectiveness as Supervisor - officer's ability to secure maximum cooperation and effectiveness from subordinates and to stimulate their growth and development without unfavorable effect on morale.
- No. 16. Managerial Effectiveness - officer's ability to plan, organize and direct a program or work project and to provide the necessary leadership for a staff.
- No. 17. Ability in Field of Intelligence - officer's knowledge of intelligence sources, his ability to obtain information and intelligence discreetly, and his ability to evaluate reliability and significance of intelligence sources and to present derived facts or data effectively.
- No. 18. Ability to Get Along With Others - officer's business and social relationships, his tact in dealing with others, and his sympathetic regard for the problems of others.
- No. 19. Tactfulness - officer's ability to perceive appropriate conduct and act accordingly in varying situations, his sense of discretion and fitness in personal relations, and his ability to correct, direct and advise employees and associates without giving offense.
- No. 20. Initiative - officer's ability to recognize what is needed; his ability to suggest, improve and install new methods for increased efficiency; and evidence of initiative and capacity to attempt untried or difficult tasks.
- No. 21. Resourcefulness - officer's ability to devise quickly appropriate means to accomplish a desired result, and his alertness in developing apt solutions with minimum of guidance.
- No. 22. Decisiveness - officer's ability to reach sound conclusions promptly, and his ability to determine a definite and proper course of action.
- No. 23. Forcefulness - officer's confidence in his convictions, his ability to present a case in a convincing manner, and his courage and ability to meet resistance or inertia squarely.
- No. 24. Adaptability - scope and range of officer's aptitude as demonstrated on the job, his ease in mastering new responsibilities, his capacity for anticipating need for shift of emphasis, and his sense of changing circumstances and promptness in conforming with new professional and social patterns.
- No. 25. Cooperativeness - officer's attitude toward his assignment, supervisors, subordinates, the public, and the Service; his sense of organizational loyalty; his ability to adjust to administrative discipline; and his willingness to work with and for others.

- No. 26. Patience - officer's calmness and self-possession under stress, his ability to accept tedious unrewarding tasks with equanimity, and his sense of timing and capacity for composed waiting to achieve ultimately a desired effect.
- No. 27. Sense of Humor - officer's sympathetic awareness of natural frailties in himself and others; his flair for sensing the timing and appropriateness of introducing humor to relieve tension, pressure or emotional stress in trying circumstances; his capacity for fair self-appraisal; and his understanding of his proper role in official and social circumstances.
- No. 28. Cost Consciousness - officer's apparent interest in the prudent use of public funds and his effectiveness toward that end.
- No. 29. Security Consciousness - officer's adherence to necessary and established security precautions, including personal security, security of documents, and physical security.
- No. 30. Good Manners and Politeness - evidences of officer's inherent courtesy, even temper, amiability and refinement.

3.6 Part IV - Language

Follow instructions on the form. If you cannot personally evaluate the level of fluency, the officer's own evaluation may be shown and so identified.

3.7 Part V - Over-All Rating

Follow instructions on the form. The over-all rating at the officer level has no automatic significance (except possible denial of in-class salary increases for regular reserve officers). There should be a correlation between over-all rating and those factors in Parts I, II and III of major importance in the assignment. The rating given must be justified by the comments in Part VI.

3.8 Part VI - Summary Comments and Recommendations

Discuss each of the following topics as indicated in the instructions on the form:

a. Attitude

Discuss officer's attitude toward his assignment, superiors, subordinates, the public, and the Service as well as enthusiasm toward his job and supervisors.

b. Professional or Technical Qualifications

Discuss officer's professional or technical skill or capacity, and indicate briefly the level of competence in pertinent functions such as coding, accounting, and commercial or economic reporting, etc. Include any comments on language proficiency.

c. Executive Ability

Discuss officer's capacity to organize the job; his capacity to direct the activities of subordinates to insure teamwork, high morale and efficient operation; and his ability to elicit the respect, confidence, cooperation and loyalty of those supervised. Discuss his ability to delegate responsibility and maintain effective discipline; his ability to recognize and develop by sound training and apt guidance the advancement potential of subordinates; and his ability to stimulate desire for self-improvement, mastery of the job and increasing responsibility. Thorough analysis of this factor is essential in reports on intermediate and senior officers.

d. Representational Capacity

Discuss officer's ability to develop and maintain contacts with politically influential persons (both nationally and internationally), local industrialists, business men, labor leaders and prominent members of the American business community; his ability to utilize his associations in facilitating daily business relationships with local authorities; and his popularity and acceptance by others. State to what extent the need for such qualities is inherent in the assignment.

e. Effectiveness in Training Subordinates

This topic applies to the training of junior officers as well as clerical and technical employees. State whether officer prepares satisfactory efficiency reports.

f. If Officer's Assignment Has Been Either Above or Below That for His Permanent Class, Discuss His Performance Relative to the Level of His Assignment

An officer serving in a position classified at other than his personal rank may be expected to perform either above or below the average, as the case may be. Evaluate his performance in these terms, noting whether you feel the job is properly classified.

g. Physical Fitness, Emotional Stability

Discuss officer's endurance, energy, handicaps or disabilities, and his general emotional stability, including stamina under pressure, self-control and clear thinking in emergencies.

h. Comments on Members of Family, If Any

Comments should have some relationship to officer's performance on this or future jobs. Include comments on spouse's language proficiency, representational effectiveness, attitude toward staff, tact and discretion.

i. Recommendation, If Any, for Special Training

On the basis of a thorough evaluation, state whether officer's performance or other factors suggest the desirability of special training. Indicate training recommended.

j. Adverse Factors a Selection Board Should Consider in Connection With Promotion or Placement of This Officer

Note here any adverse factors affecting placement and promotion. Be sure to cover this topic completely. In almost all cases there are attributable to the individual at least minor deficiencies or weaknesses which affect his ability and capacity to perform his duties. Report also what steps you have taken to aid the rated officer in overcoming his deficiencies.

k. Your Willingness to Have This Officer Serve With You at Any Post

Self-explanatory.

l. Placement Potential - How Has Officer Prepared Self for Greater Usefulness or More Responsibility?

- (1) Evaluate further development of which the officer is capable; discuss what his next assignment might be.
- (2) Mention activities undertaken or experience received in the period which would increase his usefulness.

m. Is the Work of This Officer of That Degree of Excellence Which Would Cause You To Urge His Promotion to the Next Higher Grade as Soon as He Is Eligible?

Evaluate officer's performance in the light of current eligibility requirements and your estimate of the officer in comparison with all other members of his class. If promotion cannot be urged now, when and under what circumstances would it be appropriate, if at all?

n. What Was the Officer's Reaction to Your Discussion With Him, During the Period Covered by the Rating, of His Level of Performance Relative to Those Qualities and Factors To Be Evaluated in Parts I through V of this Form?

In addition to describing discussions conducted with the officer during the rating period relative to factors covered in this report, state whether the officer agrees or disagrees with your present evaluation of his performance. If in disagreement give his reasons as stated to you, using direct quotations where helpful.

o. Summary Comments

Include here any additional facts or topics which in your opinion may be useful to the Department or of assistance in comparing the officer with others in his class. Include any factors outside the assignment which may affect the officer's performance, such as domestic problems, health, etc. If you are not the officer's immediate supervisor (see paragraph 2.1), explain the circumstances here. The reviewing officer's statement will be attached separately.

p. If in Part V, You Selected Either the Top or Bottom Statement as Best Reflecting the Over-all Performance of the Officer Rated, Justify Such Selection in Full

Either the top or bottom statement reflects a level of performance which is applicable to only a very small percentage of officers in any class and should only be assigned following the most thorough and objective evaluation of performance. Full and complete justification is required for such ratings. However, as pointed out in paragraphs 2.2 and 3.7 above, markings in any other part of the report should be supported by statements and examples in the narrative section in order to give them real meaning.

4. Review of Efficiency Report

The rated officer is entitled to have his efficiency report reviewed. If no review at the post is possible, the supervising post shall be given an opportunity to review if at all feasible. The reviewing officer shall attach to each report a brief supplementary statement, signed and dated, which may include the following topics:

- a. Extent of observation of rated officer's work.
- b. Was rated officer given adequate supervision and guidance?
- c. Were relations between rated and rating officers harmonious?
- d. Were ratings strict, liberal, or average as compared with others reviewed this year?

The reviewing officer shall then sign in the space provided near the top of the form.

5. Proper Method of Making Attachments to Report

The rating officer's narrative and the reviewing officer's comments should be stapled at the end of the report along the folded edge of the form in such a manner that Selection Board members may read consecutively from page 4 of the form without inverting the file.

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FORM FS-315 (Rev.) 5-1-52		DEPARTMENT OF STATE FOREIGN SERVICE OF THE UNITED STATES OF AMERICA EFFICIENCY REPORT FOREIGN SERVICE OFFICERS FOREIGN SERVICE RESERVE OFFICERS FOREIGN SERVICE STAFF OFFICERS CLASSES 1 - 9									
OFFICER BEING RATED				CLASS		CLASSIFICATION TITLE OF POSITION				CLASS	
FUNCTIONAL TITLE OF OFFICER BEING RATED				DIPLOMATIC OR CONSULAR TITLE (If any)							
POST		DATE OF ARRIVAL		PERIOD COVERED BY REPORT				DATE SUBMITTED TO DEPT.			
				FROM: TO:							
RATED BY			REVIEWED BY				WAS REVIEW PANEL USED				
							<input type="checkbox"/> YES <input type="checkbox"/> NO				
(Full Signature of Rating Officer)			(Signature of Reviewing Officer)				HAVE CONTENTS OF PARTS I THRU V BEEN DISCUSSED WITH THE OFFICER RATED <input type="checkbox"/> YES <input type="checkbox"/> NO				
(Functional Title of Rating Officer)			<input type="checkbox"/> I CONCUR FULLY <input type="checkbox"/> I CONCUR WITH EXCEPTIONS DISCUSSED IN ATTACHED MEMO								
<p>GENERAL INSTRUCTIONS: The Officer named above is to be rated by you on the basis of your personal knowledge of him. His performance is to be evaluated on the basis of the standards for the specific assignment or assignments actually performed during the rating period and on those standards of character and conduct essential to all officers of the Foreign Service.</p> <p>Ratings in Parts I, II, and III are to be recorded in terms of six levels. If the person is one of the most outstanding individuals you have ever known on a single characteristic or assignment and you believe him to be outstanding among all other persons in this regard, he should be rated at the higher end of the scale. Six (6) is the maximum score he can receive. The person having any quality to the minimum extent should be rated at the lower end of the scale (1). It is expected that the majority of Officers will be rated (3) or (4) on most items.</p>											
READ PERSONNEL CIRCULAR NO. 98 WITH SUPPLEMENTAL INSTRUCTIONS PART I - DUTIES PERFORMED											
<p>PURPOSE: To permit the Department to identify rapidly the type of assignment including specialization, if any, held by the officer during the rating period and to provide an evaluation of his performance.</p> <p>INSTRUCTIONS: Place an (X) in the box at the left of each assignment held during the rating period. Indicate in the appropriate column whether he served in <i>supervisory</i> or <i>subordinate</i> capacity. If the employee held more than one assignment during the rating period, indicate the number of months spent in each or if a combination of assignments, the percent of time spent in each. Enter such data on the line extending from the specific assignments.</p> <p>Encircle the number at the right of each assignment to indicate his level of performance in terms of six levels. Six (6) represents the highest evaluation, one (1) the lowest.</p>											
ASSIGNMENT				SUPER- VISORY	SUBOR- DINATE	EVALUATION OF WORK					
I. POLITICAL						1	2	3	4	5	6
(A) REPORTING						1	2	3	4	5	6
(B) NEGOTIATION						1	2	3	4	5	6
(C) OTHER						1	2	3	4	5	6
(D)						1	2	3	4	5	6
II. ECONOMIC AND COMMERCIAL						1	2	3	4	5	6
(A) ECONOMIC REPORTING						1	2	3	4	5	6
(B) FINANCIAL REPORTING						1	2	3	4	5	6
(C) COMMERCIAL REPORTING						1	2	3	4	5	6
(D) TRADE PROMOTION						1	2	3	4	5	6

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PART I - DUTIES PERFORMED (Continued)

PAGE 2

ASSIGNMENT		SUPER- VISORY	SUBOR- DINATE	EVALUATION OF WORK					
II. ECONOMIC AND COMMERCIAL (Continued)									
	(E) AGRICULTURAL REPORTING			1	2	3	4	5	6
	(F) MINERALS REPORTING			1	2	3	4	5	6
	(G) LABOR REPORTING			1	2	3	4	5	6
	(H) OTHER			1	2	3	4	5	6
	(I)			1	2	3	4	5	6
III. CONSULAR									
	(A) PASSPORT AND CITIZENSHIP			1	2	3	4	5	6
	(B) NOTARIAL			1	2	3	4	5	6
	(C) VISA			1	2	3	4	5	6
	(D) PROTECTION AND WELFARE			1	2	3	4	5	6
	(E) VETERANS' AFFAIRS			1	2	3	4	5	6
	(F) INVOICES			1	2	3	4	5	6
	(G) SHIPPING			1	2	3	4	5	6
	(H) OTHER			1	2	3	4	5	6
	(I)			1	2	3	4	5	6
IV. ADMINISTRATIVE									
	(A) PERSONNEL			1	2	3	4	5	6
	(B) GENERAL SERVICES			1	2	3	4	5	6
	(C) BUDGET AND FISCAL			1	2	3	4	5	6
	(D) SECURITY			1	2	3	4	5	6
	(E) COMMUNICATIONS			1	2	3	4	5	6
	(F) COURIER SERVICE			1	2	3	4	5	6
	(G) CONSTRUCTION			1	2	3	4	5	6
	(H) DISBURSING			1	2	3	4	5	6
	(I) OTHER			1	2	3	4	5	6
	(J)			1	2	3	4	5	6
V. INFORMATION AND EDUCATION (USIE)									
	(A) PRESS			1	2	3	4	5	6
	(B) RADIO			1	2	3	4	5	6
	(C) MOTION PICTURES			1	2	3	4	5	6
	(D) EXCHANGE OF PERSONS			1	2	3	4	5	6
	(E) LIBRARY SERVICES			1	2	3	4	5	6
	(F) PUBLIC AFFAIRS			1	2	3	4	5	6
	(G) OTHER			1	2	3	4	5	6
	(H)			1	2	3	4	5	6

EVALUATION OF DUTIES: If the duties of this officer's assignment were in any way different from those usually found in similar positions, indicate by a brief factual statement.

If supervision was a responsibility, the type and size of unit should be indicated.

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PART II - PERSONAL QUALITIES

PAGE 3

PURPOSE: To provide the Department with an evaluation of each officer reported on with respect to those qualities specified by the Foreign Service Act of 1946, Amended.

INSTRUCTIONS: In accordance with prior instructions relative to rating in terms of six levels, encircle the number following *each* quality which in your judgment best represents the level of the officer being rated. Each factor must be rated.

QUALITIES	RATING					
	1	2	3	4	5	6
CHARACTER						
ABILITY						
CONDUCT						
QUALITY OF WORK						
INDUSTRY						
EXPERIENCE						
DEPENDABILITY						
GENERAL USEFULNESS						

PART III - FACTOR ANALYSIS

PURPOSE: To provide the Department with an evaluation of specific factors relating to the officer's knowledge, performance, and personality traits.

INSTRUCTIONS: On the basis of the six levels of performance used in Parts I and II, indicate your evaluation of the officer with reference to the following Factors. Those Factors not observed or not considered pertinent should be checked (✓). Mark every Factor. Six (6) represents the highest evaluation, one (1) the lowest.

FACTORS	NOT OBSERVED	NOT PERTINENT	RATING					
			1	2	3	4	5	6
1. GENERAL KNOWLEDGE OF THE FOREIGN SERVICE								
2. UNDERSTANDING OF POLITICAL FACTORS								
3. UNDERSTANDING OF ECONOMIC FACTORS								
4. UNDERSTANDING OF INFORMATION PROGRAMS AND TECHNIQUES								
5. KNOWLEDGE OF ADMINISTRATIVE PRACTICES								
6. KNOWLEDGE OF CONSULAR DUTIES								
7. EFFECTIVENESS IN APPLYING LAWS AND REGULATIONS CORRECTLY								
8. THOROUGHNESS AND ACCURACY OF WORK								
9. POWER AND ACCURACY OF OBSERVATION								
10. EFFECTIVENESS OF WRITTEN EXPRESSION								
11. EFFECTIVENESS OF ORAL EXPRESSION								
12. NEGOTIATING ABILITY								
13. JUDGMENT								
14. SKILL IN DEALING WITH THE PUBLIC								
15. EFFECTIVENESS AS A SUPERVISOR								
16. MANAGERIAL EFFECTIVENESS								
17. ABILITY IN FIELD OF INTELLIGENCE								
18. ABILITY TO GET ALONG WITH OTHERS								
19. TACTFULNESS								
20. INITIATIVE								
21. RESOURCEFULNESS								
22. DECISIVENESS								
23. FORCEFULNESS								
24. ADAPTABILITY								
25. COOPERATIVENESS								
26. PATIENCE								
27. SENSE OF HUMOR								
28. COST CONSCIOUSNESS								
29. SECURITY CONSCIOUSNESS								
30. GOOD MANNERS AND POLITENESS								
31.								
32.								

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PART IV - LANGUAGE

PAGE 4

PURPOSE: To provide the Department with an objective report relative to the language proficiency of the officer being rated.

INSTRUCTIONS: List all the languages of which the officer has some knowledge and indicate the degree of proficiency by listing the language above the most appropriate numbered column.

If the officer has made no effort to acquire a facility in the local language of the post, indicate by listing the language in column 1.

1	2	3	4	5	6
NONE	BEGINNER	LIMITED	USEFUL	FLUENT	BILINGUAL
HAS NO KNOWLEDGE OF AND DISPLAYS NO INTEREST IN LEARNING LANGUAGE OF POST, EVEN FOR PERSONAL USE.	NOW STUDYING THE LANGUAGE. SATISFACTORY FOR PERSONAL NEEDS; NOT FOR CONVERSATION.	WORKING KNOWLEDGE OF THE BASIC STRUCTURE AND VOCABULARY.	HANDLE ORDINARY CONTACTS WITHOUT AN INTERPRETER.	FLUENT IN CONVERSATION. NO INTERPRETER NEEDED. WORKING KNOWLEDGE OF TECHNICAL TERMINOLOGY.	SPEAKS, READS, WRITES AS WELL AS AN EDUCATED NATIVE. COMPETENT IN EITHER SOCIAL OR TECHNICAL USAGE. CAPABLE OF NEGOTIATING BOTH ORAL AND WRITTEN AGREEMENTS.

PART V - OVER-ALL RATING

PURPOSE: To provide the Department with an over-all evaluation of Officer's performance during the rating period.

INSTRUCTIONS: Based on your personal knowledge of the officer's over-all performance during the rating period, place an (X) at the left of that one of the following statements which most accurately reflects his level of performance. If either the top or bottom statement is selected such selection must be justified in full following the discussion of topics in Part VI.

PERFORMANCE IN MANY IMPORTANT RESPECTS FAILS TO MEET REQUIREMENTS.

PERFORMANCE MEETS MOST REQUIREMENTS BUT IS DEFICIENT IN SEVERAL RESPECTS.

PERFORMANCE CLEARLY MEETS ALL REQUIREMENTS.

PERFORMANCE CLEARLY EXCEEDS BASIC REQUIREMENTS.

PERFORMANCE IN EVERY IMPORTANT RESPECT IS SUPERIOR AND THERE IS NO WEAKNESS IN ANY MATERIAL RESPECT.

PERFORMANCE IN EVERY RESPECT IS OUTSTANDING AND THERE IS NO WEAKNESS IN ANY RESPECT.

PART VI - SUMMARY COMMENTS AND RECOMMENDATIONS

PURPOSE: To provide the Department with performance information and recommendations which cannot be furnished in other than narrative form.

INSTRUCTIONS: Discuss as concisely and factually as possible each of the following topics as they apply to the officer being rated. Precede the discussion of each topic with the letter and title in the order listed below. Those topics which clearly are not pertinent to the officer being rated may be covered by a brief statement to such effect. Use attached sheets as required. List and discuss additional topics or make further recommendations when indicated either in the interest of the Department or the officer being rated. When possible, cite specific instances to illustrate points.

SEE SUPPLEMENTAL INSTRUCTIONS FOR INTERPRETATION OF TOPICS

- A. ATTITUDE.
- B. PROFESSIONAL OR TECHNICAL QUALIFICATIONS.
- C. EXECUTIVE ABILITY.
- D. REPRESENTATIONAL CAPACITY.
- E. EFFECTIVENESS IN TRAINING SUBORDINATES.
- F. IF OFFICER'S ASSIGNMENT HAS BEEN EITHER ABOVE OR BELOW THAT FOR HIS PERMANENT CLASS, DISCUSS HIS PERFORMANCE RELATIVE TO THE LEVEL OF HIS ASSIGNMENT.
- G. PHYSICAL FITNESS - EMOTIONAL STABILITY.
- H. COMMENTS ON MEMBERS OF FAMILY, IF ANY.
- I. RECOMMENDATION, IF ANY, FOR SPECIAL TRAINING.
- J. ADVERSE FACTORS A SELECTION BOARD SHOULD CONSIDER IN CONNECTION WITH PROMOTION OR PLACEMENT OF THIS OFFICER.
- K. YOUR WILLINGNESS TO HAVE THIS OFFICER SERVE WITH YOU AT ANY POST.
- L. PLACEMENT POTENTIAL - TO WHAT EXTENT HAS OFFICER PREPARED SELF FOR GREATER USEFULNESS OR MORE RESPONSIBILITY.
- M. IS THE WORK OF THIS OFFICER OF THAT DEGREE OF EXCELLENCE WHICH WOULD CAUSE YOU TO URGE HIS PROMOTION IN THE NEXT HIGHER GRADE AS SOON AS HE IS ELIGIBLE?
- N. WHAT WAS THE OFFICER'S REACTION TO YOUR DISCUSSION WITH HIM, DURING THE PERIOD COVERED BY THE RATING, OF HIS LEVEL OF PERFORMANCE RELATIVE TO THOSE QUALITIES AND FACTORS TO BE EVALUATED ON PARTS I THROUGH V OF THIS FORM.
- O. SUMMARY COMMENTS (COMMENTS, IF ANY, FROM THE REVIEWING OFFICER SHOULD BE CLEARLY IDENTIFIED).
- P. IF IN PART V, YOU SELECTED EITHER THE TOP OR BOTTOM STATEMENT AS BEST REFLECTING THE OVER-ALL PERFORMANCE OF THE OFFICER RATED, JUSTIFY SUCH SELECTION IN FULL.

Annex H

Approved For Release 2002/03/25 : CIA-RDP61-00274A000200010008-7

FORM FS-205E (REV.) 5-1-52				DEPARTMENT OF STATE FOREIGN SERVICE OF THE UNITED STATES OF AMERICA			
EFFICIENCY REPORT							
FOREIGN SERVICE STAFF EMPLOYEES CLASSES 10 - 22							
EMPLOYEE RATED		CLASS	CLASSIFICATION TITLE OF POSITION			CLASS	
POST	DATE OF ARRIVAL	PERIOD COVERED BY REPORT		DATE SUBMITTED TO DEPARTMENT			
		FROM: TO:					
RATED BY				REVIEWED BY			
 <i>(Full Signature of Rating Official)</i>				 <i>(Full Signature of Reviewing Official)</i>			
 <i>(Functional Title of Rating Official)</i>				<input type="checkbox"/> - I CONCUR FULLY <input type="checkbox"/> - I CONCUR WITH EXCEPTIONS DISCUSSED IN ATTACHED MEMORANDUM			
READ PERSONNEL CIRCULAR NO. 98 WITH SUPPLEMENTAL INSTRUCTIONS							
PART I - GENERAL DUTIES OF POSITION							
<p>PURPOSE: To provide the Department with a clear understanding of the type of duty actually performed by the employee including any unusual or different aspects not normally found in similar positions.</p> <p>INSTRUCTIONS: List in the space below the functional title of the assignment or assignments held by the employee during the rating period and indicate whether employee served in a supervisory or subordinate position.</p> <p>If the employee held more than one assignment during the rating period, indicate the number of months spent in each. If the employee had a combination of assignments, indicate the per cent of time spent on each.</p>							
ASSIGNMENT			NO. OF MONTHS OR PER CENT OF TIME	SUPERVISORY	SUBORDINATE		
<p>If the duties and responsibilities of the position indicated above were different from those normally found in such positions, describe them in a brief factual statement:-</p>							
PART II - SPECIFIC DUTIES OF POSITION							
<p>PURPOSE: To provide the Department with a breakdown of the assignment listed in Part I showing each of the specific tasks performed and an evaluation of the performance of each such task.</p> <p>INSTRUCTIONS: List at top of page 2 each of the principal tasks performed by the employee in carrying out the assignment indicated in Part I such as typing, taking dictation, or acting as a receptionist.</p> <p>In the column at the right, indicate the level of performance of each such task by inserting the most appropriate number in the code listed below.</p> <ol style="list-style-type: none"> 1. Performance in many important respects fails to meet the requirements for the task. 2. Performance meets most requirements for the task but is deficient in several respects. 3. Performance clearly meets all requirements for the task. 4. Performance clearly exceeds basic requirements for the task. 5. Performance in all phases of the task is superior and there is no weakness in any material respect. 6. Performance in every respect is outstanding and there is no weakness in any respect. 							

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FORM FS-205E (REV.) 5-1-52	PART II - SPECIFIC DUTIES OF POSITION (Continued)		PAGE 2
TASKS OR OPERATIONS PERFORMED			RATING
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
PART III - FACTOR ANALYSIS			
<p>PURPOSE: To provide the Department with an evaluation of the Employee's performance with reference to those essential factors listed below:</p> <p>INSTRUCTIONS: The Employee is to be rated by you on the basis of your personal knowledge of him. The rating is to be recorded in terms of six levels. If the person is the most outstanding individual you have ever known on a single factor and you believe him to be outstanding among all others in this regard, he should be rated at the higher end of the scale. Six (6) is the maximum score he can receive, one (1) is the lowest. It is expected that the majority of employees will be rated (3) or (4). ALL FACTORS MUST BE RATED. Encircle the number which in your judgment most accurately represents the employee's level of performance relative to each factor.</p>			
FACTORS	RATING		
WORK QUANTITY	1	2	3 4 5 6
<p>CONSIDER: Quantity of work, output per day or other appropriate time unit as compared with standard desired.</p>			
WORK QUALITY	1	2	3 4 5 6
<p>CONSIDER: Accuracy, quality of completed project or work assignment, conformance with official correspondence or report standards and procedure, neatness, coherence, appropriateness of layout.</p>			
WORK KNOWLEDGE AND ORGANIZATION	1	2	3 4 5 6
<p>CONSIDER: Understanding of each interdependent job task relationship; utilization of basic job methods and techniques; ability to coordinate or systematize separate functions into total job structure; determination of assignment essentials, priorities and scheduling of time to meet deadlines.</p>			
DEPENDABILITY	1	2	3 4 5 6
<p>CONSIDER: Ability to perform assignments consistently in accordance with rules, regulations, and procedures; ability to grasp a situation, draw proper conclusions, and take correct action; degree of supervision needed; attendance and punctuality.</p>			

FORM FS-205E (REV.) 5-1-52		PART III - FACTOR ANALYSIS (Continued)						PAGE 3
FACTORS		RATING						
COOPERATION		1	2	3	4	5	6	
CONSIDER: Enthusiasm toward job and supervisors; willingness to accept and profit from criticism; sense of organizational loyalty; adjustment to administrative discipline; capacity for team work.								
INITIATIVE		1	2	3	4	5	6	
CONSIDER: Ability to think independently; recognition of what is needed to improve job efficiency; evidence of self-reliance; continuing performance with minimum of supervision under new or unusual circumstances.								
JUDGMENT		1	2	3	4	5	6	
CONSIDER: Correctness of decisions in absence of detailed instructions; capacity to determine relative importance of possible lines of action, foresee consequences of actions; judgment relative to when and from whom to seek advice.								
ADAPTABILITY		1	2	3	4	5	6	
CONSIDER: Ability to shift readily with prompt adjustment to unfamiliar assignments; transferability and application of professional skills and knowledge to changed job content; willingness.								
LEARNING CAPACITY		1	2	3	4	5	6	
CONSIDER: Ability to understand new job procedure, instructions, explanations; speed and retention of learning; ability to profit from past mistakes.								
PERSONALITY		1	2	3	4	5	6	
CONSIDER: Effect on others of appearance, disposition, mannerisms, sense of humor, fairness, confidence, and respect accorded by others; acceptance by colleagues, associates.								
FACILITY OF EXPRESSION		1	2	3	4	5	6	
CONSIDER: Succinctness, diction, distinctness of speech; facility in preparing grammatical, clear, concise official memoranda, reports and letters.								
EMOTIONAL STABILITY		1	2	3	4	5	6	
CONSIDER: Stamina under pressure; tension; stability; self-control and clear thinking in emergencies.								
PHYSICAL FITNESS		1	2	3	4	5	6	
CONSIDER: Endurance, energy, strength, handicaps, or disabilities.								
OTHER (LIST)		1	2	3	4	5	6	

FORM FS-205E (Rev.) 5-1-52		PART IV - LANGUAGE				PAGE 4
<p>PURPOSE: To provide the Department with an objective report relative to the language proficiency of the employee being rated.</p> <p>INSTRUCTIONS: List <i>all</i> the languages of which the employee has some knowledge and indicate the degree of proficiency by listing the language above the most appropriate numbered column.</p> <p>If the employee has made no effort to acquire a facility in the local language of the post, indicate by listing the language in column 1.</p>						
1 NONE HAS NO KNOWLEDGE OF AND DISPLAYS NO INTEREST IN LEARNING LANGUAGE OF POST, EVEN FOR PERSONAL USE.	2 BEGINNER NOW STUDYING THE LANGUAGE. SATISFACTORY FOR PERSONAL NEEDS; NOT FOR CONVERSATION.	3 LIMITED WORKING KNOWLEDGE OF THE BASIC STRUCTURE AND VOCABULARY.	4 USEFUL HANDLES ORDINARY CONTACTS WITHOUT AN INTERPRETER.	5 FLUENT FLUENT IN CONVERSATION. NO INTERPRETER NEEDED. WORKING KNOWLEDGE OF TECHNICAL TERMINOLOGY.	6 BILINGUAL SPEAKS, READS, WRITES AS WELL AS AN EDUCATED NATIVE. COMPETENT IN EITHER SOCIAL OR TECHNICAL USAGE. CAPABLE OF NEGOTIATING BOTH ORAL AND WRITTEN AGREEMENTS.	
PART V - OVER-ALL RATING						
<p>PURPOSE: To provide the Department with an over-all evaluation of Employee's performance during the rating period.</p> <p>INSTRUCTIONS: Based on your personal knowledge of the Employee's over-all performance during the rating period, place an (X) at the left of that one of the following statements which most accurately reflects his level of performance. If either the top or bottom statement is selected such selection must be justified in full following the discussion of topics in Part VI.</p>						
<input type="checkbox"/> PERFORMANCE IN MANY IMPORTANT RESPECTS FAILS TO MEET REQUIREMENTS.						
<input type="checkbox"/> PERFORMANCE MEETS MOST REQUIREMENTS BUT IS DEFICIENT IN SEVERAL RESPECTS.						
<input type="checkbox"/> PERFORMANCE CLEARLY MEETS ALL REQUIREMENTS.						
<input type="checkbox"/> PERFORMANCE CLEARLY EXCEEDS BASIC REQUIREMENTS.						
<input type="checkbox"/> PERFORMANCE IN EVERY IMPORTANT RESPECT IS SUPERIOR AND THERE IS NO WEAKNESS IN ANY MATERIAL RESPECT.						
<input type="checkbox"/> PERFORMANCE IN EVERY RESPECT IS OUTSTANDING AND THERE IS NO WEAKNESS IN ANY RESPECT.						
PART VI - SUMMARY COMMENTS AND RECOMMENDATIONS						
<p>PURPOSE: This part is designed to permit the reporting official to provide the Department with vital information and recommendations concerning the employee that cannot be furnished in other than narrative form.</p> <p>INSTRUCTIONS: Discuss as concisely and factually as possible each of the following topics as they apply to the employee being rated. Precede each topic by letter and title in the order listed. Use attached sheets as required. You are encouraged to list and cover additional topics or make further recommendations either in the interest of the employee or of the Department.</p>						
SEE SUPPLEMENTAL INSTRUCTIONS FOR INTERPRETATION OF TOPICS						
<p>A. EDUCATION - EXPERIENCE.</p> <p>B. PROFESSIONAL, TECHNICAL, OR ADMINISTRATIVE QUALIFICATIONS.</p> <p>C. CLERICAL QUALIFICATIONS.</p> <p>D. CONDUCT - REPRESENTATIONAL ACTIVITIES.</p> <p>E. PLACEMENT POTENTIAL - TO WHAT EXTENT HAS EMPLOYEE PREPARED SELF FOR GREATER USEFULNESS OR MORE RESPONSIBILITY?</p> <p>F. WISHES OF EMPLOYEE RELATIVE TO ASSIGNMENT AND/OR TRANSFER.</p> <p>G. IF EMPLOYEE'S ASSIGNMENT LEVEL HAS BEEN EITHER ABOVE OR BELOW THAT FOR HIS PERMANENT CLASS, DISCUSS HIS PERFORMANCE RELATIVE TO THE LEVEL OF ASSIGNMENT.</p> <p>H. RECOMMENDATIONS, IF ANY, FOR SPECIAL TRAINING.</p> <p>I. ADVERSE FACTORS WHICH SHOULD BE CONSIDERED RELATIVE TO POSSIBLE PROMOTION OR PLACEMENT OF THE EMPLOYEE.</p> <p>J. IS THE WORK OF THIS EMPLOYEE OF THAT DEGREE OF EXCELLENCE WHICH WOULD CAUSE YOU TO URGE HIS PROMOTION TO THE NEXT HIGHER GRADE AS SOON AS HE IS ELIGIBLE.</p> <p>K. YOUR WILLINGNESS TO HAVE THIS EMPLOYEE SERVE WITH YOU AT ANY POST.</p> <p>L. WHAT WAS EMPLOYEE'S REACTION TO YOUR DISCUSSION WITH HIM, DURING THE PERIOD COVERED BY THE RATING, OF HIS PERFORMANCE RELATIVE TO THOSE FACTORS AS REFLECTED IN PARTS I THROUGH V OF THIS FORM?</p> <p>M. SUMMARY COMMENTS.</p> <p>N. IF IN PART V, YOU SELECTED EITHER THE TOP OR BOTTOM STATEMENT AS BEST REFLECTING THE OVER-ALL PERFORMANCE OF THE EMPLOYEE RATED, JUSTIFY SUCH SELECTION IN FULL.</p>						